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ABSTRACT

The ALANA (Asian, Latin, African, and Native American) Mentoring Program was established at Saint Clair County Community College, in Port Huron, Michigan, to address the identity issues facing ALANA freshmen through peer mentoring. Mentors provide social and academic support, support students in thinking critically and role playing, and directly assist students with academic choices. This paper discusses the target audience, goals, strategies and procedures, evaluation, and outcomes of the ALANA mentoring program. The first section presents a review of the literature on freshman identity and psychosocial development and analyzes the program's target audiences. The second section outlines the program's goals and objectives. The third section discusses: (1) procedures for nominating ALANA mentors; (2) content of the training session for ALANA mentors; (3) procedures for conducting bi-weekly group meetings between ALANA mentors and freshmen; (4) the college's Contact Calling Strategy through which mentors offer advice on such issues as adding or dropping courses and tutoring; and (5) the content of the ALANA freshman orientation. The fourth section identifies measures that will be used to evaluate the mentoring program, while the fifth section offers data on mentee retention during the 1992-93 academic year and mentee's evaluations of their mentors. (MAB)

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ALANA INTERVENTION PROGRAM

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PHASE I

TARGET AUDIENCE

In 1988, the American Council on Education reported that by the year 2010 one-third of the American population will be considered as minorities (Jones, 1990). Due to this projected increase in cultural diversity, many student affairs officials at colleges and universities nationwide have been challenged to develop new programs which directly serve the needs of this emerging student population. In order to write an innovative intervention program however, one must define the parameters of the population they intend to serve, identify the special needs and characteristics of that population, and assess the environment to determine what conditions for development are needed. This paper will serve to examine such issues as they relate to the implementation of a proposed ALANA Mentoring Program of freshmen students attending St. Clair County Community College.

When defining the parameters of the target population to be served by the Mentoring Program, it is important to juxtapose prevailing observations of thought. By doing so, a more precise definition of the target group may be articulated. First, the population that the Community College is interested in addressing is comprised of ALANA students. ALANA is a term used to describe that population of students which meets the ethnic criteria of being of Asian, Latin, African or Native American descent. This information is reported under the optional information section on the college application for admission. Second, all students identified for intervention are first-time freshmen between the ages of 17-23 years old. These traditional students may be identified through report #ADIS.3.54.

In reviewing the literature, several theorists and/or researchers such as Arthur Chickering, Eric Erikson, M. K. Ho, and James Marcia have identified and explained a wide variety of issues concerning college-age students. An appraisal

of their works individually along with personal speculation will serve to identify the unique characteristics and special needs of the aforementioned target group.

Erikson postulated that "the life cycle can be seen as a sequence of 'biological-social' phases, or more properly psycho-social" and suggests that"... the inherent pattern of human growth and its parallel social climate create a universal sequence of psycho-social phases" (Knefelkamp, Parker and Widick, 1978, p. 1). It is at his Stage V of human development, that Erikson focuses upon the process of identity resolution central to adolescence. Themes highlighted in this stage of development are, "...the role of the environment in identity formation and the meaning of ego identity" (Knefelkamp, Parker and Widick, 1978, p. 4)

According to Erikson in this transitional life phase, "The individual must ask and answer the questions 'Who am I?', 'What will I be?'" (Knefelkamp, Parker, Widick, 1978, p. 5). Here, Erikson suggests that adolescence is a time of uncertainty. A time where an individual must face identity crisis head-on in a directive manner. He explains that, "This phase is dominated by the search for personal feedback and perfect solutions. Relationships become most important as a source of information and validation" (Knefelkamp, Parker, Widick, 1978, p. 6). Because he believed that much of the college experience is spent searching for identity, Erikson theorized that Stage V principles are a synonymous representation of the freshman experience.

In order to effectively address the issues of freshmen identity resolution, Erikson suggests that the college environment must be facilitative of five important elements. The environment should be supportive in the experimentation of varied roles, experiencing of choice, opportunity for meaningful achievement,

freedom from overwhelming anxiety and time for reflection and introspection (Knelelkamp, Parker, Widick, 1978).

Taking Erikson's work one step further, Marcia postulated that there are different ego-identity statuses which exist in coping with the identity task. These statuses simply represent varying styles of coping (Knefelkamp, Parker, Widick, 1978). Marcia identified the four identity statuses as foreclosed, identity diffusion, moratorium, and achieved identity. He concluded that, "Ego-identity statuses are not stable personality traits; they appear to be a sequence of stopping points along the identity resolution path" (Knefelkamp, Parker, Widick, 1978, p. 12). From this, he derived that from the freshmen through senior year "the most common progression involved movement from 'lower' statuses to achieved identity" (Knefelkamp, Parker, Widick, 1978, p. 12). So, first-time traditional students entering college, according to this theory, are more likely to be categorized under the "foreclosed" stage where no crises have been experienced but where social commitments are compounded.

Finally, Chickering focused specifically upon the psycho-social development of college students. He viewed the traditional-age college student as "a person in a distinct psycho-social phase defined by the emergence of certain inner capabilities and needs which interact with demands of a particular college environment" (Knefelkamp, Parker, Widick, 1978, p. 20). He suggested that along the first vector of the continuum the freshman student searches for intellectual, physical and social competence. In regard to this, he stated that "Increased skills in these spheres lead to a sense of confidence, an inner judgement that one is capable of handling and mastering a range of tasks" (Knefelkamp, Parker, Widick, 1978, p. 22). Here, the most prevalent question asked by freshmen is,

"Can I make it here?". If positive interaction occurs in a variety of ways, Chickering believes that competency and purpose will be fostered.

An institutional environment which effectively induces developmental change according to Chickering's theory are those which allow the students to make choices, support culturally diverse interaction, provide for varied experiences, address issues of critical thinking or problem-solving and facilitate positive feedback and self-assessment (Knefelkamp, Parker, Widick, 1978).

Thus far, this paper has focused upon the psycho-social theories of student development. Erikson, Marcia and Chickering have provided an interesting view of the issues related to freshmen college students; however, some additional observations can be made. Being a student affairs practitioner of a community college over the past six years, I have become increasingly aware of the demands placed upon freshman students. Many of the students who enroll at St. Clair County Community College are students who are working part-time in order to make ends meet. A large majority of the freshman class are receiving some form of financial aid and are required to do well academically in order to pursue their career goals. Continual pressure is placed upon them as they face a dismal job market and sky-rocketing tuition at the four-year colleges in Michigan.

Freshmen students now, more than ever before, are in the unique position of having to make mature decisions regarding their futures despite the fact that they may not have yet conquered the lower stages of identity resolution. In light of this, it is imperative that intervention programs written, to help students deal with the apprehensions of attending college, be specifically attuned to those strategies which compound a students' commitment to education and promote affiliation. The result of such efforts will be seen in increased retention.

Thus far, issues of identity resolution have been examined as they relate to first-time college students as a whole. However, Ho suggests that a separate and specific set of issues relating to the cultural identity of ALANA students also exists. Within the next few paragraphs, this paper will reflect upon Ho's adaption of the Kluckhohn and Strodtbeck Model of Value Orientation as it relates to the cultural values of selected ethnic groups and those of middle-class white America (Jones, 1990).

The Afro-centric cultural identity has been one of adaptive inferiority to white society. With the civil rights movement of the 1960's, a positive change occurred in the collective cultural identity with "adaptive inferiority" being replaced by a greater sense of self-pride (Jones, 1990). It is important to note that for the purposes of an intervention program geared toward Afro-Americans, "A primary source of positive self-concept is family. African-Americans have a historical tradition of organizing the family and extended kinship patterns to provide support and emotional security to family members" (Jones, 1990, p. 65).

In looking at the United States Asian or Sinocentric population, a long history of racism and discrimination has existed. North American whites believe that Asians fit the stereotype of educated and hard-working high-achievers; yet Ho states that "Asian success rates are bi-modal," some are successful but some are characterized by limited education and low incomes (Jones, 1990, p. 66). According to Ho, Asian-Americans have a difficult time of juggling two sets of cultural values. He states that, "Asians are much more inclined to value conformity to group, interdependence and cooperation"; whereas, American cultural norms dictate independence and peer identification (Jones, 1990, p. 66). The ideal intervention program would be one in which an integration of both identities are realized.

The Hispanic culture, those whose cultural origins can be traced to Mexico, Puerto Rico, Cuba and other Latin American countries, is the fastest growing group in the United States today. Ho refers to this population in the following way, "Millions who are predominantly Spanish-speaking or bilingual...an ethnic group still steeped in its own cultural origin" (Jones, 1990, p 67). He suggests that the concepts which are central to the Hispanic cultural identity are family, community and religion.

And finally, over one-half of the Native American population lives in urban communities. Native Americans are culturally diverse, according to Ho, and are persistent in their struggle against racism. Indians have values with respect to their relationship with nature, time orientation and other people (Jones, 1990). On a personal note, they are more difficult to distinguish on campuses because they blend into the white student population. They are a people of extreme privacy and as a result have a very difficult time of adjusting and affiliating to the college environment.

The ALANA Mentoring Program proposed for St. Clair County Community College seeks to meet the needs of its culturally diverse population. According to Redmond, "Often the psychological climate of a university has a tremendous effect on students, especially those from diverse backgrounds. Effective mentoring involves not only the transfer of academic skills, attitudes and behaviors but a level of interaction, trust and communication which results in a psychosocial comfort that empowers a student with the knowledge and confidence to grow academically and socially regardless of the environment. If this growth occurs, the student will be more likely to remain at the university until graduation, thus meeting the need of the university to address the problem of retention" (Redmond, 1990, p. 191).

According to Redmond, several reports have shown that planned mentoring can be effective in helping under-represented individuals succeed in college and university settings (Redmond, 1990). She goes on to say that an "intrusive" approach - where aggressive efforts are made to maintain communication and student involvement - has been most successful. Additionally, she states that, "Effective mentoring requires that people listen to each other, care about each other, engage in cooperatively and mutually satisfying ventures and manipulate systems to meet individual and group needs" (Redmond, 1990, p. 193).

In order for this intervention program to be implemented effectively however, a critical analysis of the environment must be made. Redmond suggested that in order to systematically address causes of culturally diverse student attrition and delayed graduation, the college must: (1) promote greater student contact, (2) encourage the use of services designed to help students with non-academic problems, (3) promptly intervene when students face academic difficulties, and (4) create a culturally validating psycho-social atmosphere (Redmond, 1990). By creating this type of program, where the college shows that diversity is valued on the campus, Redmond believes that retention and recruitment of new prospective students will be facilitated.

In scanning the environment at St. Clair County Community College, it appears that many of the student services that Redmond has discussed are already present. The College, at this time, supports the needs of those students who are experiencing academic difficulty through drop-in tutoring. The Financial Aid Office is readily available to assist students with concerns regarding college funding. The Counseling Office provides a wide-variety of support services including personal/group counseling as well as academic counseling. The Admissions Office supports a MiSIS Walk-off Program designed to contact students

who are consistently absent from classes. And in addition to this, the College offers a variety of courses which are specifically designed to address the following special topics: study skills, time-management, stress management, decision-making, employability skills, career development, assertiveness training, speed-reading and more.

Although the Student Services area is quite comprehensive in its programs, there are two environmental factors missing which are vital. First, there is an absence of ALANA faculty role-models on the campus. Not one ALANA full-time faculty member exists at St. Clair County Community College. So, the need to implement a mentoring program which consists of sophomore student mentors is paramount. Second, the Community College does not support any special clubs or activities which address the needs of ALANA students attending the campus. This makes it difficult for ALANA students to affiliate effectively with their peers in a non-academic fashion. As a result, the students on the campus as a whole are robbed of the opportunity to enhance their cultural understanding of global awareness.

Once the need for intervention has been recognized, the College has a moral obligation to act on behalf of all of its students. By incorporating an ALANA Mentoring Program for first-time freshman students, the College will become proactive with respect to both the needs of a large segment of "at-risk" students, and its own needs to increase student retention. In the following phases of this proposed intervention program, goals/strategies, program procedures and evaluation instruments will be developed and incorporated in order to facilitate program implementation.

REFERENCE LIST

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PHASE II

GOALS and OBJECTIVES

GOALS AND OBJECTIVES

Mission Statement

St. Clair County Community College will serve as the center for public higher education within its defined district, providing a broad range of educational, cultural and social opportunities. The College will be driven by the diverse needs of the individuals and communities we serve, striving for excellence and programmatic leadership in career development, personal and professional development, business and industrial training and community enrichment. The College underscores its commitment with an unswerving allegiance to creativity, innovation and the highest standards of quality.

GOAL

To effectively address the issues of ALANA freshman identity resolution through peer mentoring in an effort to increase social and intellectual competence.

OBJECTIVES

1. To provide social and academic support for incoming minority freshmen through ALANA peer mentoring.

2. Support experimentation of varied roles and critical thinking through bi-weekly role-playing activities and feedback to be monitored by the mentor. Role-playing activities should include both typical and extreme student/student interaction and student/teacher interaction.

3. Directly assist ALANA freshmen in making choices regarding time-related issues, such as, Drop/Add, Tutoring, and Course Withdrawal in an effort to support academic success.

4. Allow ALANA freshmen, at the end of the academic year, to be nominated by faculty mentors to fill 1993-94 ALANA Mentor positions. Opportunity to experience meaningful achievement will result in providing feedback regarding nomination comments which personify individual strengths.

5. Conduct contact calling by ALANA mentors for the purposes of both minimizing anxiety and maximizing social interaction.

6. Implement a reflection survey to assess the mentor's impact upon enhancing the social and intellectual competence of ALANA freshmen.

7. Facilitate culturally diverse interaction as well as intellectual development through an ALANA Freshman Orientation Program.

PHASE III

STRATEGIES and PROCEDURES

ALANA MENTOR
NOMINATIONS STRATEGY

Procedures and Appendices

ALANA MENTOR NOMINATIONS STRATEGY

Rationale

Arthur Chickering states that the traditional age college student is in a distinct psycho-social development phase (Knefelkamp, Parker, Widick, 1978). In this phase, according to Chickering, freshmen students are searching for intellectual and social competence in order to answer the question, "Can I make it here?" (Knefelkamp, Parker, Widick, 1978). Additionally, Erickson comments that, "This phase is dominated by the search for personal feedback and perfect solutions" (Knefelkamp, Parker, Widick, 1978, p.6).

Given this, the ALANA Mentor Nominations Strategy is designed to not only honor but to provide ALANA freshmen with personal feedback from faculty members. This is done in an attempt to help minority students solidify a positive self-image within the college environment in an effort to increase social and intellectual competence.

Strategy

- Develop a faculty nominations letter and survey form to be distributed to all full-time faculty members in April. (Appendix A-2)

- Invite prospective ALANA mentors to meet with the Director of Admissions, on an individual basis, to interview for mentorship positions. (Appendix A-4)

- During the interview session, the Director of Admissions will share personal faculty feedback with the prospective ALANA mentor. This will be done to foster a positive self-image in an effort to increase social and intellectual competence.

ALANA MENTOR
TRAINING SESSION STRATEGY

Procedure and Appendices

ALANA TRAINING SESSION STRATEGY

Rationale

According to Redmond, "Effective mentoring involves not only the transfer of academic skills, attitudes and behaviors but a level of interaction, trust and communication which results in a psychosocial comfort that empowers a student with the knowledge and confidence to grow academically and socially regardless of the environment" (Redmond, 1990, p. 191). She goes on to state that, "Effective mentoring requires that people listen to each other, care about each other, engage in cooperatively and mutually satisfying ventures and manipulate systems to meet individual and group needs" (Redmond, 1990, p. 193).

In response to this, the ALANA Training Session Strategy has been established to help ALANA Mentors increase interpersonal communication skills and program awareness. By doing so, the ALANA Mentor will be in a better position to effectively engage in mutually satisfying interactions which facilitate academic and social support for in-coming minority freshmen.

Strategy

- Welcome (8:00 - 8:30 A.M.)

  The Director of Admissions and the Chairperson of the Minority Advisory Committee will officially "Welcome" the ALANA Mentors to the Training Session.

  Approximately 15-20 minutes will be spent reviewing the roots of the program as shaped by the Minority Advisory Committee.

- Direct Interaction Activity (8:30 - 9:00 A.M.)

  The Director of Admissions will direct mentors to find someone in the room whom they do not know. The instructions will be to spend 15 minutes talking and listening to one-another. At approximately 8:45 the mentors will be asked to introduce one-another to the group based on what they learned during their discussion.

  (Because a great deal of interaction between mentors and ALANA freshmen, will occur in one-on-one situations, the focus of this activity is to develop listening and communication skills in situations which are dyadic in nature.)

- Facilitate Group-Solving Exercise (9:00 - 9:45 A.M.) Appendix B-3

  The goal of this exercise is to explore the effects of collaboration and competition in group problem-solving. A second goal is to study how task-relevant information is shared within a work group and thirdly, to observe group strategies of problem-solving.

Materials needed for this activity are a set of six Room 703 Basic Information Cards for each group. Each card is coded by the number of dots (from one to six) following the first sentence on the card. Each of the six cards contains different data from the other cards. Additional materials include paper and pencil for each participant and masking tape.

The physical setting must be large enough for the groups to work without influencing one another. Single group sizes of six or one group of seventeen is recommended and the allotted time required for the activity is 30-45 minutes.

The Director of Admissions will act as facilitator and will instruct the seventeen mentors to place their chairs in a circle setting. Second, a set of Room 703 Basic Information Cards will be distributed (one card to each member). Three minutes will be allowed for members to study the information.

Next, the groups are instructed to begin working. Instructions are as follows: You may tell your group what is on the card but do not pass it around for others to read. In addition, the facilitator may give the following hints: (1) Discover who the educational aides are, (2) Discover who the teachers are and (3) Deductive reasoning should be applied to the problem.

Within 20 minutes, when there is agreement within the group that the solution has been reached, the group will be instructed to discuss how they organized to accomplish the task.

At the conclusion of the activity, the Director of Admissions will present a lecturette on the concept of shared information and leadership. In addition, the idea of effectively communicating in order to problem-solve with others will be discussed.

(This activity specifically addresses the necessity of utilizing good communication skills in order to effectively problem-solve. Throughout the academic year, mentors will be responsible for meeting with their assigned ALANA freshmen, in both group and one-on-one situations, where problem-solving may be utilized. Through activities such as this, mentors will develop effective strategies in working with ALANA freshmen in an attempt to foster academic and social growth.)

- Short Break (9:45 - 10:00 A.M.)

- Discuss Mentor Program Information (10:00 - 11:00 A.M.)

  Distribute ALANA Mentor Folders. Within the folders will be information pertaining to: (1) General College Information, (2) Mentor Job Description, (3) Code of Ethics, (4) Employment Information and (5) Procedural Information/Responsibilities.

  The Director of Admissions will spend approximately one-hour reviewing this information with the mentors so that they cognitively understand the program philosophy, structure and expected outcomes.

- Direct Goal-Setting Activity (11:00 - 11:45 A.M.)

  This activity is conducted for the purpose of fostering group interaction and future program planning.

  The Director of Admissions will ask the mentors to respond to the following questions: (1) As freshmen students last year, what did you find difficult in adjusting to on the campus? (2) What types of activities would you have liked to have seen implemented? (3) How do you think we can best meet the needs of in-coming ALANA freshmen? (15-20 minutes)

  The group will brainstorm ideas and the Director of Admissions will list ideas on a flip chart.

  Once brainstorming has concluded, the group will be asked to develop two short-range goals. The Director of Admissions will list goals on a flip chart as dictated by the group. (15 minutes)

  Finally, the following 15 minutes will be spent brainstorming possible strategies to fulfill the two short-range goals. Again, the facilitator will document responses on the flip chart.

  (Chickering proposed that critical thinking and problem-solving was one way to foster intellectual and social competence. This activity is designed specifically to meet that purpose.)

- Wrap-up (11:45 - Noon)

  The Director of Admissions thanks mentors for attending, collects shirt sizes and adjourns.

BI-WEEKLY ALANA MENTOR/FRESHMEN GROUP MEETINGS

Procedure and Appendices

BI-WEEKLY ALANA MENTOR/FRESHMAN
Group Meetings

Rationale

Erikson and Chickering suggest that in order to effectively address the issues of identity resolution, the College environment must provide opportunities for experimentation of varied roles and experiences (Knefelkamp, Parker, Widick, 1978). Additionally, Redmond suggested that the environment must promote greater student contact and create a culturally validating psycho-social atmosphere (Redmond, 1990).

The Bi-weekly ALANA Mentor/Freshman Group Meetings Strategy seeks to support the experimentation of varied roles and critical thinking through bi-weekly role-playing activities and feedback to be monitored by the mentor. This strategy also seeks to promote greater student contact thereby validating a culturally psycho-social atmosphere.

Strategy

- Mentor will establish a mutually agreed upon bi-weekly meeting time with "newly" assigned ALANA freshmen students.

- The mentor will support varied role experimentation and feedback during bi-weekly group meetings. An example of one exercise to be conducted is as follows:

- Not Listening: A Dyadic Role-Play
(J. Johns and J. Pfeiffer, "Structured Experiences for Human Relations Training", Volume III, University Associates CA, 1974).

  The goal of this activity would be to allow participants the opportunity to experience the frustration of not being heard and will also serve to promote listening readiness.

  The time which is required to conduct this activity is 30 minutes. Unlimited numbers of dyads may participate. Materials needed for the activity are copies of two roles to be played per dyad and a newsprint and felt-tipped marker.

  To begin, the facilitator discusses the goals of the activity. The group is asked to form into dyads and the facilitator gives each dyad a copy of each role. The dyads then have three minutes to study their roles. All dyads should begin the exercise at the same time. When the facilitator feels that the group is experiencing maximal frustration he/she stops the activity.

  The remaining time is spent listing participant's responses to the frustration.

CONTACT CALLING STRATEGY

Procedure and Appendices

CONTACT CALLING STRATEGY

Rationale

Redmond states that in order to systematically address causes of culturally diverse student attrition and delayed graduation, the college must promptly intervene when students face academic difficulty (Redmond 1990).

In response to this, the Contact Calling Strategy has been devised in an effort to directly assist ALANA freshmen in making choices regarding time-related issues such as Drop/Add, Course Withdrawal and Tutoring.

Strategy

- Mentors conduct contact calling on a bi-weekly basis as well as one-week prior to Mid-term and Final Examinations.

- Mentors will provide students with important information regarding tutoring services, hours and availability.

- Drop/Add and Course Withdrawal procedures will be discussed but ALANA freshmen students will be directed to speak individually with academic advisors to discuss alternatives.

ALANA FRESHMEN
ORIENTATION STRATEGY

Procedure and Appendices

ALANA FRESHMAN ORIENTATION STRATEGY

Rationale

In order to effectively address the issue of freshman identity resolution, Erikson suggests that the college environment must be free from overwhelming anxiety and must provide time for student reflection and introspection. Furthermore, Chickering states that the environment must additionally foster opportunities for culturally diverse interaction to occur as well as an opportunity for self-assessment (Knefelkamp, Parker, Widick, 1978). By providing such opportunities, both theorists believe that developmental change will be fostered.

The focus of the ALANA Freshman Orientation Strategy is to facilitate culturally diverse interaction as well as self-assessment and intellectual development. Mentors will be present to compound social relationships in addition to fostering student interaction and affiliation.

Strategy

- Check-in (8:45 - 9:00 A.M.) Appendix D-1

  Meet and informally great ALANA freshmen. Distribute orientation packets and collect sign-in cards.

- Student Welcome (9:00 - 9:30 A.M.)

  The Director of Admissions and Minority Advisory Committee Chairperson will spend 20-30 minutes welcoming students and presenting general college information.

- "Let's Concentrate On You" (9:30 - 11:30 A.M.)

  Beryl Rix, Training Consultant will conduct a two-hour presentation which focuses upon self-assessment and building self-confidence/esteem.

  Beryl will begin her lecture with a short poem entitled, "The Wall" by Kathy Peters. Appendix D-1 (10 minutes)

  Inside the orientation folder every ALANA freshman will have a "Let's Concentrate On You" packet of materials along with a college pen. Appendix D-1

  Beryl Rix will work with the students to identify damaging psychological sentences and will go on to have students identify and discuss facts about themselves, special talents, strengths and future expectations. (1-1/2 hours)

Once the program has completed, each student will possess a portrait of themselves which indicates: (1) Positive traits, (2) Special interests, (3) Experiences, (4) Background, (5) Short-term goals and (6) Long-term goals. (20 minutes)

(Again, the focus of this activity will be to foster self-esteem and personal assessment regarding positive and unique traits. It will also serve to facilitate group interaction and feedback.)

- ALANA Panel Discussion (11:30 - 12:00 P.M.)

  Five mentors with culturally diverse ethnic status will host a panel discussion on "The SC4 College Experience". Fifteen minutes will be spent discussing "mentor reflections" while the last 15 minutes will focus upon student questions and group interaction.

  (The primary purpose of this activity is to foster culturally diverse interaction as well as cognitive information.)

- ALANA Picnic (12:00 - 1:00 P.M.)

  An activity designed to foster affiliation and reduce first school-day anxiety.

PHASE IV

EVALUATION

EVALUATION

The goal of the ALANA Mentoring Program is to effectively address the issues of ALANA freshmen identity resolution through peer mentoring in an effort to increase social and intellectual competence. As noted earlier, Redmond suggested that if growth occurs, "The student will be more likely to remain at the university until graduation, thus meeting the need of the university to address the problem of retention" (Redmond, 1990, p. 191).

In 1990, a Minority Advisory Committee was established at St. Clair County Community College to address issues related to low ALANA student enrollment. Subsequently, much work has been completed in preparation of a proposed ALANA Mentoring Program. Once implemented, the Committee will be anxious to review the program's effectiveness with respect to student retention. Therefore, the evaluation process of the peer mentoring program will be specifically geared toward the collection of statistical data related to retention.

In order to subjectively evaluate whether the ALANA Mentoring Program has had a positive impact upon the development of ALANA freshmen students, the Admissions Office will conduct a Reflection Survey. The purpose of the Survey will be to assess freshmen attitudes and personal goals at the end of the 1992-93 academic year. The survey results will be used as comparisons to the self-assessment profiles conducted during the ALANA Freshman Orientation.

A second measure used to evaluate the mentors' impact, with respect to freshmen development, will be to conduct a mentor evaluation. ALANA freshmen, at the conclusion of the 1992-93 academic year, will be asked to evaluate their peer mentors on the following criteria: (1) Availability, (2) Feedback, (3) Quality of information provided, (4) Approachability, (5) Effectiveness in interpersonal communication and (6) Reliability.

Lastly, statistical data will be compiled to objectively measure the ALANA Mentoring Program's effectiveness with respect to retention. Reports will be generated on a semester and yearly basis. Results of such reports shall be documented and submitted to the Minority Advisory Committee for review.

PHASE V

REPORTS

ALANA MENTEE RETENTION REPORT

1992-93 Academic Year

Ethnic Status	# of 1992 FA Mentees	# of 1992 FA Mentees Reg. WI 93	1992 FA Mentees not Reg. WI 93					
			Stop-Outs		Attrition		Retention	
			#	%	#	%	#	%
Asian	1	1	0	0%	0	0%	1	100%
Latin	9	6	3	33%	0	0%	6	67%
African	23	18	3	13%	2	9%	18	78%
Native American	2	2	0	0%	0	0%	2	100%
TOTAL	35	27	6	17%	2	6%	27	77%

ALANA MENTOR EVALUATION RESULTS

1992 Fall Semester
Mentee Response

		Response Rate	
I. Personal Qualifications			
A.	Poise	100%	Good-Superior
B.	Use of English Language	86%	Good-Superior
C.	Self-Expression	86%	Good-Superior
D.	Helpfulness	86%	Good-Superior
E.	Enthusiasm for Mentoring	86%	Good-Superior
F.	Positive Attitude	100%	Good-Superior
G.	Caring	100%	Good-Superior
II. Mentor Skills			
A.	Provided Quality Information	86%	Good-Superior
B.	Contacted Mentee on a regular basis	86%	Good
C.	Provided timely feedback to questions	100%	Good-Superior
D.	Readily available to answer questions	86%	Good-Superior
III. Mentor - Mentee Relationship			
A.	Mentor was approachable	100%	Agreed
B.	Mentor helped mentee to alleviate stress	86%	Agreed
C.	Mentor impacted mentee in a positive manner	86%	Agreed
D.	Mentor was positive in all communication with mentee	86%	Agreed
IV. Rating of Overall Mentor Relationship		86%	Good
V. Rating of Overall Mentor Performance		86%	Good-Superior